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ABSTRACT

The need for second language training in the United Kingdom for trade and industry is examined, and the role of City Technology Colleges (CTCs) in providing such training is discussed. It is argued that reliance on English is no longer sufficient for trade in the world market, since the most important markets for British goods and services are non-English-speaking areas. Deficiencies in major languages have been identified by companies as a barrier to business. British managers, scientists, and engineers are increasingly disadvantaged by lack of foreign language skills. Linguistic awareness is necessary at all organizational levels and across departments, and cultural sensitivity is also important. The advent of a single European market intensifies language needs. Most British school children drop foreign language instruction by age 16, especially in inner cities. To be successful, language learning must be seen as an important and career-relevant activity, and CTCs are seeking to provide models of the approach to language learning required by industry through four strategies: (1) wide choice of languages; (2) instructional use of technology, especially communications technology; (3) vocational rather than academic language courses; and (4) language learning in an international context. Appended materials include case studies exemplifying the CTC models and data supporting the report's conclusions. (MSE)

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The foreign language needs of British business: a CTC response

Stephen Hagen

Number 3 in a series of CTC Trust publications
General Editor Dr Helen Sharp

The author

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His many links with industry have involved him in producing numerous reports and studies regarding internationalism and the language needs of business. In 1988, he conducted the first nationwide comprehensive survey of the language needs of British business. This year sees the launch of his latest book *Languages in International Business a practical guide* (edited with Doug Embleton) which provides practical help for those wishing to develop an integrated and high quality language strategy.

This series of publications is intended to disseminate within the educational arena in this country and abroad, the information, expertise and experience emerging from CTCs. CTCs are independent colleges; within national guidelines each is free to develop the CTC initiative in its own way. The CTC Trust respects this independence and wishes to state that its publications do not necessarily reflect the policy or practice of the movement as a whole.

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Preface

Language teaching in British schools – perhaps especially in English schools – has long had a deservedly bad reputation. There has not been enough of it; and the little we have had (almost exclusively French) has been characterized by its *belles-lettristic* approach, with a set-book orientation, and a lofty disregard for practical oral/aural proficiency. In consequence, a language has not been seen by pupils, parents, or employers as having any workaday value, and we need not be surprised that so few of us (20% of the population) have any command of a foreign language at all. Still fewer of us have command of a language that quite plainly has commercial importance: notably, German.

Stephen Hagen presents a chilling picture of our linguistic unpreparedness for the Single Market. In too much of British industry, there is still the lingering fiction that 'Everyone understands English' (and a dangerous unawareness that even our English itself is often sloppily incomprehensible to foreign inquirers competent enough in the *Standard* English they have been taught). The indisputably wide currency of English abroad has helped to make us lazily oblivious of the fact that, in large parts of even the nearby Continent, other languages – again notably German – have at least as wide a currency. Our competitors have long since had in place the educational policies to give their workforce the language skills that we continue to lack.

All this, of course, is what some of us have been saying for years. But Stephen Hagen is not just in the business of diagnosing afresh our linguistic ills: he is exceptionally well-qualified to prescribe remedial action. His analysis of both the medium-term commercial needs and the practical language-teaching strategies to satisfy them are of vital importance. And although the present publication naturally concentrates on the way the CTC movement is meeting the language challenge, there are compelling messages and models here for the entire British education system.

Sir Randolph Quirk
University College London

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A special thanks is due to those who were kind enough to comment on earlier drafts of this paper.

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Curriculum Development Director
(Modern Foreign Languages)

Glossary

The following abbreviations are used in this document:

AT	Attainment Target;
BTEC	Business and Technology Education Council;
ELIC	Examinations in Languages for International Communication;
FLAW	Foreign Languages At Work;
FLIC	Foreign Language in Industry and Commerce;
GAML	Graded Assessment in Modern Languages;
LCCI	London Chamber of Commerce and Industry;
NC	National Curriculum;
RSA	RSA Examinations Board;
TVEI	Technical and Vocational Education Initiative.

Summary

It is now clear that British trade and industry would benefit from a workforce with greater and more diverse language skills than are currently available. The National Curriculum stipulation that every child in England and Wales must study one foreign language from 11 to 16 gives schools the opportunity to consider provision of more languages in line with the needs of British business. CTCs are already developing Modern Languages curricula with the vocational emphasis necessary for those needs to be met.

This paper reports on the evidence regarding the importance of language skills to British business and sets out the developments taking place in CTCs which accommodate the needs of British business in their foreign languages curricula. The key points made in this report are:

Foreign languages and British trade

- Relying on English for trade in the world marketplace is no longer sufficient. The most important markets for British goods and services are non-English speaking areas of the world; Britain's highest turnover is with German-speaking countries – so is its highest trade deficit;
- Deficiencies in French, German, Spanish, Arabic, Italian, Japanese, Russian and Chinese have been identified by a range of companies as having created a barrier to business;
- German is particularly important for manufacturing industry;
- British managers, scientists and engineers are increasingly disadvantaged by their lack of foreign language skills. Reading skills such as skimming and scanning in German, Japanese, French, Russian and Chinese are important;
- Linguistic awareness is needed across all departments and at all levels in an organization, from translating trade literature and discussing technical issues to improving personal business relationships, and from the switchboard operator or gateman to top management;
- Future needs must be viewed in the context of the Single European Market with 330 million consumers, 82% of whom do not have English as their mother tongue;
- The preferred language of trade for Britain's leading competitors is the customer's own language, but a multi-lingual approach to communication is common;
- In addition to the 'hard' skills of linguistic competence, 'soft' skills which allow sensitivity to different cultures are important;

Foreign languages and CTCs

- 60% of British school children, on average, have dropped modern languages before they are 16; the problem is particularly acute in inner-city areas;
- Language learning must be seen as an important activity, relevant to future career and employment prospects if more British school children are to be enthusiastic and successful in their study of foreign languages;
- CTCs are seeking to provide models of the approach to language learning required by industry;
- Although these models are not unique, CTC work is distinctive in:
  - The commitment towards languages for business and across the curriculum;
  - The variety of approaches to be found in one group of schools;
  - The range of languages offered;
  - The interface between language learning, the use of Information Technology and the needs of industry;
- There are four distinct CTC language learning strategies:
  - A wide choice of languages for all;
  - The use of technology, especially communications technology, in language learning;
  - Vocational rather than academic language courses;
  - Language learning set in an international context;
- The National Curriculum programmes of study for Modern Foreign Languages, Technology and English have the flexibility to accommodate the groundwork needed for many of the linguistic skills and cultural competences required by employers.

Further information and statistics regarding the position of foreign languages in British education are given in Appendix A. Five CTC case studies which exemplify the models mentioned above are presented in Appendix B. Factors known to affect motivation and to contribute to successful language learning are listed in Appendix C; taking a vocational perspective on the National Curriculum is discussed in Appendix D.

I. City Technology Colleges and modern foreign languages

CTCs were set up to provide a broad educational foundation with an emphasis on Maths, Science and Technology. Why, then, is the development of modern foreign languages considered to be an integral part of the CTC Mission?

CTCs are established as a result of an education–business partnership. Over the last decade and particularly in the preparations for the Single Market, there have been reports on Britain's vocational language needs emanating from employer's organizations like the British Institute of Management, from European bodies, like LINGUA, from Business Schools and from many British companies. It is now generally accepted that if the UK is to compete successfully in international markets, then we have to improve our linguistic capability as a nation and to develop an internationalist culture in our educational institutions, starting with schools. The National Curriculum has responded by making foreign languages a foundation subject for all. Schools, in their turn, have responded by developing different approaches to the teaching and learning of foreign languages. It would be surprising, therefore, if the modern foreign languages curriculum were not considered important in CTCs to enable young people to take their place in the international business and industrial world which will be their future.

Emphasis in CTCs is on the vocational relevance of languages and on practical language proficiency and as such it applies across a wide ability spectrum of students. It is believed that interpreting the language needs of business and industry can be achieved within the framework of the National Curriculum and in post-16 course provision. A vocational perspective within the foreign languages curriculum is seen as greatly enhancing the employment prospects of school leavers in an international environment as well as motivating them to take their study of foreign languages into Further, Higher and Continuing Education.

This report sets out the broad business, industrial and educational contexts within which CTCs are developing their modern foreign languages curricula. It gives examples of a variety of ways in which CTCs are seeking to address the issues. There is no claim to have found the answers – CTCs are still in the early stages of their lives; nor is there any claim to be the only schools engaged in such developments – CTCs have been and will continue to be able to learn and benefit from the valuable work in progress in the UK and abroad. Nonetheless, as new schools with a focus firmly linked to partnership with business and industry, they have been able to start with a clean sheet and can plan their curricula with the international needs of their students clearly in mind.

II. English is not enough

The scale of Britain's unpreparedness for selling in the customer's language was graphically revealed in the Teleconomy (1990) report. The experiment was designed to test how many large London companies could respond to sale enquiries in a variety of European languages, notably French, German, Spanish and Italian. It was apparent that few switchboard operators in the London head offices of leading British companies had the minimum linguistic skills necessary to field incoming foreign language calls.

Particularly disturbing was the inability on the part of many switchboard operators to recognise which language was being used and to take appropriate action, and the operators' frequent use of idiomatic English which was incomprehensible to most foreigners. In the latter case, foreign business callers with good standard English were left perplexed by such colloquialisms as, 'Hang on a sec', and common British English switchboard responses, such as, 's-ringin-fer-yer' (= 'It's ringing for you'), 'putin-yerfru' (= 'I'm putting you through') or 'lines-bizi-ye-old?' (= 'The line is busy, will you hold?').

As a result, 35% of the calls were lost at the switchboard and most enquirers received a variety of rebuffs, ranging from muffled nervous laughter to accusations of their belonging to another nationality (for example, a Spanish speaker was told 'no Italian' was spoken). Many responses were apparently also enunciated with a high level of decibels. The conclusion was that, with 95% of initial business enquiries over the telephone, the prospects were not good for British companies relying on existing in-house skills which had been developed solely for the UK domestic market. Employees at all levels of the company needed to be aware of the needs of foreign English-speaking customers, and able to communicate to someone who was not a native English speaker.

Many people in business believe that English is still enough for trade on the grounds that it is, today, the undisputed language of international business, science and diplomacy and the most widely learnt language in the world. A survey by the Institute of Manpower Studies (Metcalf, 1991) found that, generally, employees rely on English for contact with people who speak Japanese, Arabic, the Northern European languages and the languages of East Asia and the Indian Sub-Continent. There are, however, 'acute problems for contacts with Spanish, French and German speakers and with contacts from eastern Europe and China' (p. 48), who together comprise the majority of our current and potential future trade partners.

There is also a widely-held view that all other nations should learn and speak English because it is the commonly accepted *lingua franca* of world trade. Although it may seem a perfectly logical position for the British to regard English as the only universal language, this takes little account of human relations. Insisting on others speaking your language can engender feelings of inadequacy, threat and inferiority in them, which is not the most appropriate emotion for a client, or potential customer to experience.

There is further risk in the assumption that foreign colleagues or clients who speak English will understand everything that is said, regardless of the accent or variety of English used. There are numerous examples of native English

speakers who leave a meeting believing that they have been understood, but later (if at all) discover that the meaning has not been put across due to the low comprehension level of their counterpart.

The predominance of English today is no guarantee of its primary role tomorrow; 50 years ago, many suspected that German and Japanese were set to become the world's two most dominant languages. Not so surprisingly, today's evidence points to the renewed world importance of both of these languages. Germany already accounts for over one third of the total manufacturing output of the EC, 140% more than the UK's (M. Wolf, *Financial Times*, 30.11.89) and German has overtaken French as the second most widely spoken language of the EC after English (Pearce, 1991, p. 5) and as the foreign language most needed in British business.

Currently, the most important homogeneous language-speaking markets for British goods and services are the German-speaking regions of Europe (see Figure 1), where trade turnover has overtaken the English-speaking regions of North America and Australasia. Not only is the need for German critical, but trade with countries where French, Dutch, Italian, Japanese or Spanish are spoken is also significant. In 1983, Britain's trading balance in manufactured goods went into deficit for the first time since the late eighteenth century and the trade gap is now highest with non-English speaking areas of the world (see Figure 2).

Trade performance and the lack of languages

There are many internal and external factors which can affect a company's export success, but there is evidence of a link between a company's trade performance and the linguistic skills of its employees. An important, detailed empirical investigation of the variables of successful export performance concluded that 'proficiency in foreign languages was found to be associated with higher export growth rates and a comparatively better export profitability', provided command of the language was more than 'slight' (Schlegelmilch and Ross, 1987).

Two other comprehensive surveys of British industry's foreign language needs (Hagen, 1988a; Metcalf, 1991), also found evidence that the lack of foreign language skills has acted as a barrier to business. In the former, 44% of an aggregate sample of over 1000 British companies in 11 regions of England and Scotland admitted that they could have improved their trade performance significantly with access to skills across nine particular foreign languages: French, German, Spanish, Arabic, Italian, Japanese, Russian and Chinese (see Figure 3a).

Evidence from the second survey which consulted 716 member companies of the Institute of Manpower Studies showed that lack of a specific language had 'created a barrier to business in certain countries' (Metcalf, 1991, p.48); in terms of lost opportunities, roughly a quarter (23%) of those who conducted some foreign business had found this to be true. Within the companies claiming that lack of languages had created a barrier, the demand was for German, French, Spanish, Italian, Japanese, Dutch, Arabic, Portuguese and Russian (see Figure 3b).

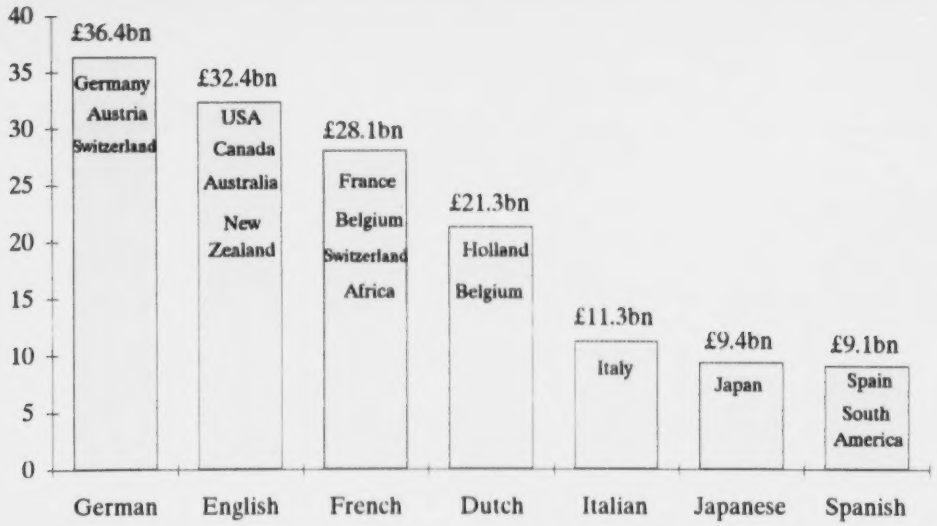

Figure 1. *Britain's trade turnover 1990 (Central Statistical Office, 1991)*

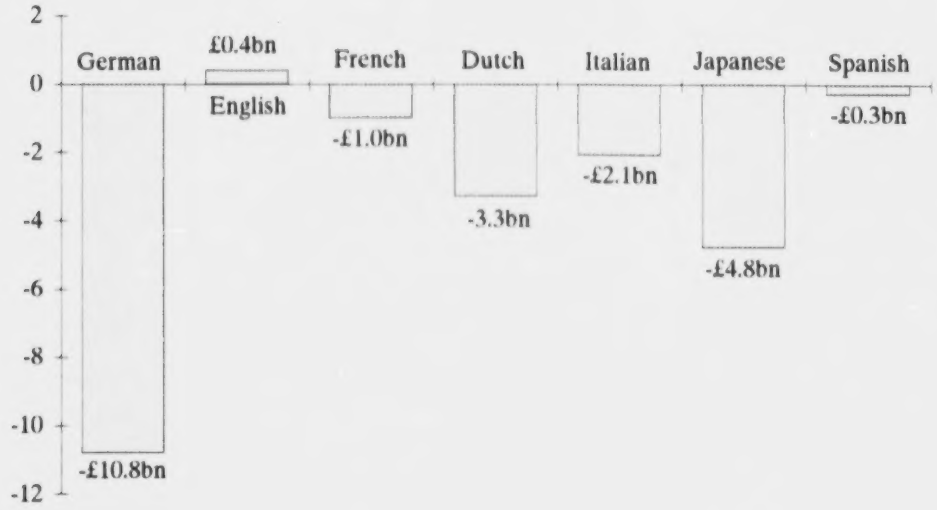

Figure 2. *Britain's trade gap 1990 (Central Statistical Office, 1991)*

Not only is there a shortage of skills across languages, but where skills do exist they tend to be at a low level, with the possible exception of French. While 44% of respondents in a study by the British Institute of Management (Pearce, 1991) could read a letter written in French, far fewer (14%) could understand letters in German, Spanish (5%) and Italian (4%). Productive skills were markedly lower still: only 23% could write a letter in French, 9% in German and 2% in Italian or Spanish.

German language skills were found to be relatively rare in British industry; 58% of manufacturing companies in the same survey required German, but only 2%

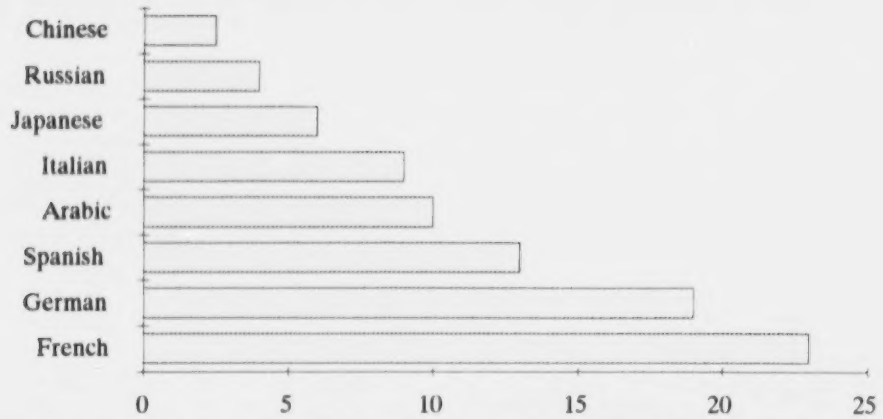

Figure 3a. *Industrial need for foreign languages in the UK (Hagen, 1988a)*

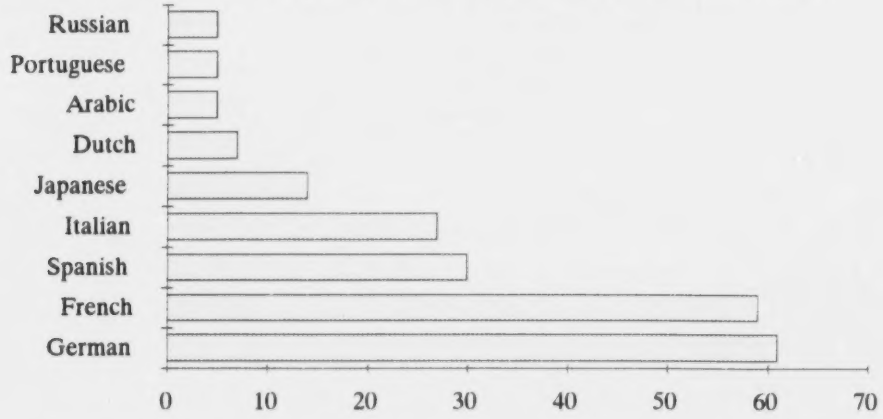

Figure 3b. *Industrial need for foreign languages in the UK (Metcalf, 1991)*

of British managers had a German qualification at, or beyond, degree level. Despite the predominance of French in school, the situation is almost identical there; only 3% of managers have a French qualification to degree level or beyond; 2% have one in German, 1% in Spanish and 1% in all other languages put together.

In national terms, it is estimated that only 20% of British people speak any foreign language and, for the vast majority, this adds up to CSE or 'O' level French. The need for companies to increase their linguistic skills by training existing employees can lead to an added financial burden, in terms of both immediate cash outlay and loss of revenue while employees attend courses during work time.

Britain's use of foreign languages

Which languages are currently used?

The most important foreign languages for British companies in the 1990s, in terms of frequency of use and significance of business are the European, primarily French and German, followed by Spanish and Italian (Metcalf, 1991, p. 21).

Regional variation and the industrial profile of a company may also affect the demand for different languages. German is found to be in greater demand than French throughout Northern Britain, Dutch is more prominent in East Coast regions (e.g. Humberside, the North East, East Anglia) because of its gateway function to the near Continent, while French is the most important language in the South and South-East of the country (Hagen, 1988a).

Manufacturing firms have a greater need for languages than service companies. German is in greater demand in technology-based industries, including the chemical and polymers industry; shipping and freight are associated with Dutch, design industries with Italian and so on.

How are these languages used?

Foreign languages are used in all departments of industry, and across all levels of an organization.

We have entered an era of partnership trade in Europe:

- Most exporters have either bought in to a distribution chain abroad, or the larger companies have opened their own offices in other countries, where they employ local office and sales personnel; smaller companies have simply formed a partnership with a foreign company and agreed to trade in each other's goods;
- Trans-national mergers in manufacturing, finance, banking and public utilities sectors have led to a rise in the need for cross-border management techniques, such as at the Newcastle and Gateshead Water Co. which is now managed from Lyons, France;
- Large contracts which are too big for one company to handle are being bid for by European industrial consortia;
- Research and development and manufacturing are increasingly shared out between European partners;
- Educational partnerships are increasingly forming to seek European funding.

Profile 1

- In ICI Wilton, there is a gateman who can express instructions to foreign lorry drivers in about ten languages. In any one language his vocabulary is no more than 30 key words.
- He has no GCEs or GCSEs in languages, but the company has developed a system for him to use and taught him the linguistic basics for the job.
- They realise that if a container goes to the wrong area of the plant, valuable time can be lost and production slowed down.
- If the driver speaks a rare language, such as Serbo-Croat, the gateman has a set of flashcards and cassettes for all the other possible exotic languages.
- The gateman gets a thrill out of using his newly found linguistic skills and has volunteered for extra language classes at the company's training unit.

People across a wide spectrum are now likely to be working with non-English speaking colleagues, or reporting to a foreign management and will have to learn to work in international teams and accept alternative approaches to

British working practices. Regular inter-cultural contact is permeating down through the company structure to shop floor level where the production process may involve an input from different plants based in different countries even, for example, to the gateman who has to handle container trucks from many parts of Europe with drivers who speak no English (see Profile 1).

Over 200 personnel at ICI (Chemicals and Polymers) Ltd. were surveyed in 1988 (Hagen, 1988b) of whom 62 said that use of a foreign language was vital to their jobs. The breakdown of tasks mentioned by the respondents, presented in Table 1, provides important insights.

British managers are often called upon to frame European business strategies, negotiate deals with companies based in mainland Europe, analyse market opportunities and joint ventures and manage the process of European acquisitions; 57% of managers now liaise regularly with European partners and 37% travel abroad annually (Pearce, 1991, p.1).

> While language skills are not a pre-condition for developing European business strategy, they turn out to be a great facilitator of its long-term success. (Allen, 1989, p. 45)

Table 1. *Specific cases where language was 'vital' at ICI*

Patents, etc	21%
Customer contact (including correspondence)	16%
Research papers (technical innovation)	11%
Customer or technical specifications	8%
Distribution instructions	8%
Instructing foreign operators	6.5%
Travelling abroad	6.5%
TremCards	5%
Acquisitions	5%
Attending courts, proceedings	5%

The recent case of Fujitsu's take-over of ICL illustrates the new focus for language skills in business. Fujitsu's British managers discovered that their power and influence had waned when the European head office was moved from Britain to Germany. They took training in Japanese and managed to by-pass the German head office and persuade the senior management in Japan to acquire ICL. The net effect was that they gained credibility and respect, the proposal was accepted and eventually the European centre of operations moved back to Britain following this major acquisition (*The Independent*, 30 May 1991).

In broad terms, there are nine distinct functions where languages have grown in need in the last decade (Reeves, 1990):

- *Advertising and publicity*: Developing a pan-European marketing strategy; differentiated product development; selecting foreign advertising agency;

- *Office administration*: At company headquarters and offices for translating and checking translations of trade literature; translating correspondence and replying in a foreign language; sending fax, data and document transmissions; handling telephone calls;
- *Selling and marketing*: gathering market intelligence; direct contact with overseas customers; circumventing agents; reviving an ailing market, opening new markets; selling and exhibiting at trade fairs; improving and deepening business relationships (especially at social and personal levels);
- *Supply and distribution*: establishing more advantageous terms and relationships with non-UK suppliers;
- *Negotiating*: Clarifying statements and clearing up potentially risky misunderstandings; gaining insights and commercial information from studying asides, casual exchanges and use of body language (inside and outside the main meeting room); technical discussions between engineers and technicians;
- *Client services*: technical services and support; assessing client needs more effectively; training technical service personnel; on-site maintenance of plant and machinery;
- *Inter- and intra-company communications*: transactions over, or with, new acquisitions; improving communications with a foreign subsidiary, or joint venture partner, especially on the shop floor; assessing its performance in the local marketplace; recruitment of foreign nationals; on-site control;
- *Project development and management*: product development; intra-company networking and data exchange; Board meetings; recruitment boards;
- *Licensing*: Setting up licensing agreements; protecting patents; contractual arrangements; appearances in foreign courts.

Three recent reports on the use of languages in business (Metcalf, 1991; Pearce, 1991; Tyson, 1991) confirm that the increasing need for language skills is unlikely to diminish. In the first of these, about half foresaw business changes altering their language needs over the next five years. Very few saw their need for languages declining, though there is a sectoral distinction: 47% of manufacturing firms, but only 36% of service companies, saw an increased need for languages. The reasons perceived by a sample of 57 industrialists for the increased use of languages were, particularly, to establish personal contacts; establishing a rapport with the client and acquiring a better understanding of their needs were both mentioned by 28% of respondents.

Language needs of engineers, scientists and technologists

It is noticeable that there is an increasing unmet need for engineers and technical service personnel to speak languages. For example, Hagen (1988a) found that the engineering sector was in the greatest need of foreign language skills. Metcalf (1991) provides similar evidence:

> Even where there was a need for languages, case study companies often trained rather than recruited people with languages because of shortages in the supply of language skills. Technical staff, in particular, appeared to be difficult to recruit with language capability. (p. 52)

British scientists and engineers are increasingly disadvantaged by their lack of foreign language skills, specifically in German and Japanese, according to a survey by the Institute of Metals (Wood, 1988). Only 18% of their members could communicate adequately in French and 8% in German. In terms of reading knowledge of a language, 39% could read technical literature in French, 8% in German, but only one respondent could manage Spanish and no other language was represented at all. Yet 86% had some school qualification in French and 21% in German, suggesting that this degree of attainment is almost valueless.

The languages primarily needed by engineers are German, Japanese, French, Russian and Chinese. The number of engineers with any knowledge of Japanese, Russian or Chinese, however, is negligible. Particular skills required were scanning papers for important parts, evaluating their importance for translation, and reading titles, tables and illustrations. The most depressing finding of this survey was the high percentage of employers who do not encourage linguistic ability.

The skills and competences which English-speaking engineers and technologists in Australia involved in international engineering and design perceive to be in need (Holgate, 1991) include 'survival abroad on short visits' (95%), 'coping with everyday life in another country' (73%), 'social skills for hosting overseas visitors' (59%) and 'telephone communications on non-technical matters' (50%). One of the key insights obtained from comments by the international engineers who took part in this survey was that writing in the foreign language is largely redundant, although the linguistic skills of reading, listening and speaking should be well-developed.

English-only scientists and technologists frequently fail to learn of leading-edge research in non-English speaking countries because they cannot take part in the early discussions about it at conferences and see it only 12-24 months later when formal publications appear (Garfield and Wellsjam-Dorof, 1990).

It took the NASA scientists 12 years to pick up some vitally important research on the effect of weightlessness upon the eyes which had been published by the Hamburg ophthalmologist Professor Jörg Draeger – 12 years because, of course, Draeger wrote in German (Quirk, 1987). It is true that 85% of the world's major scientific papers are now written, or ultimately reproduced, in English, but this still leaves a sizeable proportion of 15% permanently inaccessible to most British scientists. Reliance on translation presents the risk that the time delay between publication and translation will reduce the usefulness of the findings, or, if only an abstract appears in English, the content is too brief to be of value.

III. Britain's future language needs in Europe

Future language needs have to be examined in the context of a European Community of 330 million consumers. From 1st January 1993 our domestic market will effectively extend from Cork to Dresden, covering 12 different nations with a variety of languages and cultures.

It is clear from Cecchini *et al.*'s (1988) report and others that the main medium-to long-term barriers that Britain may still face, when all other barriers to free trade in the Single Market are removed, are linguistic and cultural. The main tenets of the Single European Market – free movement of capital, free movement of goods and services and free movement of people – will have a profound impact on mobility and on the structure and nature of employment throughout Europe.

Undoubtedly, many existing businesses and modes of employment will change. Open borders will remove the protection that had previously characterized national, regional and local markets and artificially shored up uncompetitive businesses. Competition will lead to the concentration of business in fewer hands, where those that can develop a competitive edge throughout the various markets of Europe will adapt, survive and flourish, while those whose strategic thinking and planning remains provincial and parochial will eventually be taken over. In a domestic market where over 82% of the population do not have English as their mother tongue, the need to adapt to linguistic and cultural diversity is particularly pressing.

Inter-cultural competence

Companies will increasingly need people who have an international outlook. They will be obliged to hire or train personnel from a range of countries with a range of different skills, potentials, behaviours, cultures and knowledge to meet their corporate mission and goals.

The profile of the ideal 'Euro-executive' is already well-established in human resource development (Saxton Bampflyde, 1989; Saxton, 1991). This new breed feel at home in any country, their hallmark is cultural and linguistic adaptability and they are able to blend easily into the local culture of different European territories. The capabilities of these people can be summed up as:

- 'Interculturality' (sensitivity to other cultures; openness to others' values; recognition of alternative perspectives and ways of doing things; understanding cross-cultural communication strategies);
- Adaptability to new situations;
- Ability to operate in multi-cultural teams;
- Ability to learn new languages.

The ability to operate across borders with equal facility requires both 'hard' linguistic skills to understand a conversation in French or Italian and 'soft' skills, such as cultural awareness or competence. This point is already recognised by industry (Metcalf, 1991) and others:

> A knowledge of the general culture of other countries and the way this affects business methods and interaction in the workplace is at least as important as language skills. (Holgate, 1991, p. 1)

Underlying the soft skills is the development of a language-learning capability – the cognitive infrastructure every individual needs to acquire new languages. Hard skills in French, such as reading skills, are performance-related, the visible end or outcome of the learning process. What counts for industry is whether someone with a qualification in reading French would find it easy to learn to handle a similar text in German, i.e. it is the notion of transferable skills which is interesting to industry.

Education and training has in the past focused on the hard skills, such as answering the telephone in Spanish, filling out a form in German or word-for-word translation. A vocational curriculum needs to focus on developing these transferable core skills, the 'learning how to learn' skills, rather than the hard surface skills in one language alone. Many companies are now undertaking cultural awareness training (Embleton and Hagen, 1992), but it is debatable whether people can acquire cultural sensitivity through training. In this respect, it will be an essential part of the role of education to develop an international outlook.

One specific example of linguistic and cultural misunderstanding in France nearly led to a strike when, following the take-over of a French plant by a large British company, the new British managers assumed that a meeting with the *comité d'entreprise* would discuss 'enterprise'. They did not realise that this was a workers' committee concerned with negotiating better conditions with the management. The French team walked out of the meeting feeling confused and insulted by the British team's insistence on making the workforce more 'enterprising' (Hagen, 1988a, p. xxxi). A few words of school French were clearly not enough and possibly more dangerous than no French at all. Linguistic knowledge requires cultural insights to create competence in the language. In this case, the managers had no understanding, other than literal, of the socio-economic terms current in French business life.

Linguistic skills in the Single European Market

Although the preferred language of trade is the customer's own language, the commonest occurrence in Europe is a multi-lingual dialogue, where participants use whatever languages they have at their disposal to create communication. A European businessman, when asked which of his six languages he preferred to use in trade, responded simply that he used whichever gave him the greatest commercial advantage.

Evidence of the range of languages in use in European companies comes from an NCLE/BAAL supported study (Hagen, 1990). In an analysis of the trade patterns of 92 German companies, it was found that four foreign languages are in regular use; English is the most important (83%) but French (60%), Italian (40%) and Spanish (38%) are significant. A similar situation was found in a sample of 164 Dutch companies where six foreign languages were used.

Nearly half (47%) of the German companies trading with Italy were found to use two or more languages, while 26% of those trading with France used a multi-lingual approach. Specific examples of language use are in Profiles 2-4.

Profile 2. Secretarial skills in a multi-national company

- *Speaking and listening*: note-taking (from dictaphone); telephoning in three languages; communicating in multi-lingual office;
- *Reading*: notes; correspondence in three or more languages; accessing information on VDU;
- *Writing*: drafting reports according to a set format; (re-)drafting on screen; letter and fax writing.

Profile 3. European marketing manager's language skill needs

- *Speaking and listening*: note-making (on dictaphone); telephoning; instructing foreign employees; negotiating, socialising (including in international English);
- *Reading*: reports; correspondence; scanning adverts; proof-reading;
- *Writing*: notes for secretary; (re-)drafting; correcting;
- *Languages used*: German (70% listening; 20% speaking; 10% reading and writing notes); French (90% speaking and listening; 10% writing); English (60% speaking and listening; 40% reading and writing).

Profile 4. Secretarial skills in a smaller European company

- *Specific skills*: word processing using a multi-task facility (spreadsheet, database, mailshot, invoice, stock control); skimming and scanning legal and trade documents; telephone skills in three or more languages;
- *Skill breakdown*: telephoning (50%); multi-tasking on PC (accounts package) and reading letters and documents (30%); extended writing, i.e. correspondence rather than invoicing.

Many Continental European companies surveyed in this study had experienced specific skill deficiencies in languages despite the near-universal commitment on the Continent to learning languages. As with British employers there is evidence of a widespread concern on the Continent over the inability of some personnel to carry out standard business tasks proficiently in a foreign language. German and Dutch companies showed a similar pattern of English language skill deficiencies to the foreign language needs of British companies. Significantly, half of these companies also believed that their deficiencies in these skills had adversely affected trade.

Out of the sample of Dutch companies, for example, 25% felt their skills in English were inadequate in terms of

- Oral proficiency (for telephone usage, company presentations, meetings and negotiations);
- Understanding written language (commercial communications, trade leaflets, technical manuals and reports);
- Producing business correspondence.

IV. Foreign language provision in CTCs

According to an HMI report on language learning in schools (HMI, 1989) it seems that the level of 'less than satisfactory' work in many inner-city areas of England is 'significant'. In the sample of 25 schools, 'very good' work was only found in one; 'good' in five; 'broadly satisfactory' in seven and 'less than satisfactory', or lower, in 12. Nearly half the lessons were less than satisfactory and showed shortcomings in a number of important areas. The result was that the number of children studying languages was low: in only one school was a language compulsory in years 10 and 11 (which was Urdu, largely in response to demands from the local community). In eight schools fewer than 50% continued language study beyond the age of 14; in nine fewer than 33% did.

The introduction of a 'languages for all' policy through the National Curriculum risks compounding the features of language learning in inner-city schools simply by adding to the numbers who meet language learning in an unmotivating environment, unless new policies and practice can be found.

Fewer than half the children in England and Wales manage to take and pass a GCSE in a modern foreign language. In 1989, for example, there were 329,478 passes (A-E) in Mode 1 Modern Language GCSEs out of a potential clientele of 680,300 school children eligible to take the examination. On the basis of one child taking one examination, this means about 48%. In reality there are about 8-10% who sit two languages, so the actual number of pupils taking a modern language is even fewer than half, probably closer to 40%.

In other words, about 60% of children have traditionally dropped their modern language earlier than 16, mostly by the age of 14; a few have never studied a language at all, especially if they were considered to be low attainers. Most disturbing, given the increasing need for technologists and scientists who can speak languages, is the number of boys who drop out at the age of 14; at GCSE the ratio of boys to girls taking languages is 2:3, while at 'A' level it falls to 2:5.

Since French is considered to be one of the most difficult languages to start (see Table 2), it is unfortunate that it has such a dominant position in schools (Hawkins, 1987, pp. 61-77); see also Figure 4. In addition, boys are more reluctant to opt for French than girls; they seem to become more embarrassed imitating French sounds than they are imitating German or Spanish ones). For further information regarding the position of modern languages in British education, see Appendix A.

The roots of this attitude towards language learning in this country, which is rare in mainland Europe, is the view that Modern Languages is an academic subject, rather than a medium for understanding information across all subjects and a medium of communication on many disparate topics. Regrettably, languages education in Britain has traditionally been associated with the Humanities, rather than the sciences, and the increasing need for engineers and technologists to understand foreign languages and operate successfully in other countries has been largely overlooked.

Within the overtly high-status vocational learning environment in CTCs, language learning has flourished. In the inner-city areas of the country where previously children normally had a choice of only one language, French, which

was abandoned by the majority by the age of 14, all children in CTCs have to learn at least one foreign language until they are at least 16. This is well ahead of the statutory requirement of languages for all, which does not come into force until September 1992 and then only for 11 year olds. This entitlement to languages from 11 has already changed the attitudes of parents and children in CTCs towards language learning by raising the status of the subject.

CTCs are seeking to provide models of the approach to language learning required by industry. Each model is not unique in Britain, for there are excellent examples of models of good policy and practice in foreign language

Table 2. *Levels of difficulty of different languages (James, 1979)*

Distance criterion	**Levels of difficulty**			
	1 (lowest)	**2**	**3**	**4 (highest)**
Pronunciation	Italian	German Spanish	Russian	French
Grammar		French Italian Spanish	German Russian	
Vocabulary	French Italian Spanish	German	Russian	
Writing	French German Italian Spanish		Russian	
Spelling	Italian Spanish	German Russian	French	

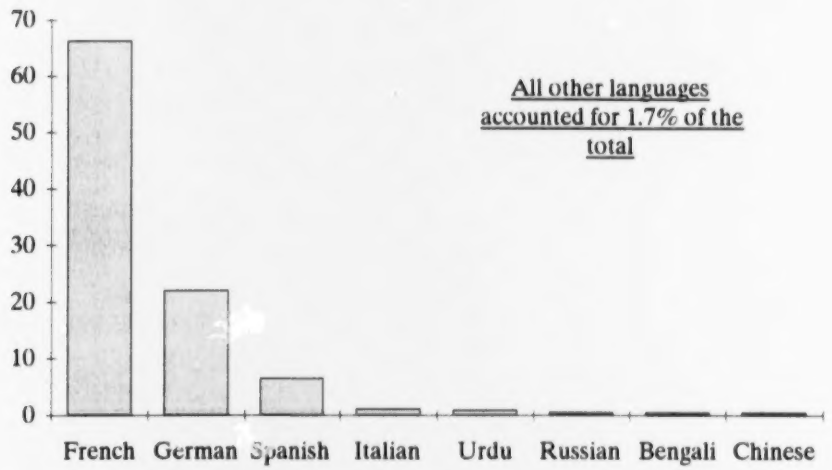

Figure 4. *GCSE Mode 1 passes (Grades A-E) in Modern Languages (1991)*

learning elsewhere in the country (Stevens, 1991), but there are four aspects about CTC work which are distinctive:

1. The commitment to learning languages for business and to integrating languages with other areas of the curriculum;
2. The variety of models and approaches found in one group of schools which are in those areas where performance in languages has generally been 'less than satisfactory' (HMI, 1989);
3. The range of languages offered where there would otherwise have probably been a choice of one, or even none available to children, had no CTC existed;
4. The interface in each CTC between language learning, the use of IT and the needs of industry.

The guiding principle of modern language curriculum development in many CTCs has been that children should be prepared for employment in an increasingly international business environment. This perspective has made language learning more relevant to the 'real world' in the eyes of parents and children alike, which enhances its status and increases the motivation to learn. This positive attitude can then be reinforced by the use of new technology and the application of languages to other areas of the curriculum which children perceive to be potentially more useful for employment.

There are four distinct strategies for language learning which many CTCs have either already implemented (especially if they have introduced the post-16 phase), or plan to pursue.

1. *Languages for all*: the opportunity to learn at least one modern foreign language up to 16, concentrating especially on languages important to British business;
2. *Language learning through technology*: each child has access to the use of information technology, especially communications technology, which informs language learning methodology;
3. *Applied language learning*: preference for vocational rather than academic language courses, cross-curricular language learning in the context of other subjects rather than as a separate academic subject, responding to industry's needs and involving close liaison with a local company;
4. *Internationalism*: language learning set in the context of the international world; an all-pervading approach to the reality of an increasingly internationalizing world and the basis for a 'whole school' policy.

Each of these strategies can be exemplified in the practice of a number of different CTCs. Twelve CTCs took part in the survey of good practice described below and five case study models are included in Appendix B. None of the case studies is exhaustive and will require further evaluation in the course of time, but they represent a very positive start. Some CTCs found it too early to produce a case study, either having been open for less than two years or not yet having a post-16 phase. In a few cases, however, colleges have produced exceptionally far-sighted and innovative approaches to language learning in a very short space of time.

Strategy 1: Languages for all

The basis of this strategy is to offer a language to every child up to the age of 16, and to extend entitlement to as many foreign languages as possible. It is common practice in most CTCs to diversify the range of languages on offer in the mainstream 11-16 curriculum, and particularly at post-16. Table 3 shows an overview of the languages on offer in 12 CTCs. The variety of approaches ranges from Macmillan's whole school single language policy (detailed further in Appendix B) to the Performing Arts and Technology School (PATS), where students can choose between Spanish, French and German in Year 10, while Year 12 students are obliged to study a foreign language on an eight week module from a choice of Dutch, Russian and Spanish; the introduction of a similar course in Danish for students intending to gain work experience in Denmark is also planned.

Most CTCs offer a minimum choice of two languages, usually from German, Spanish and French. However, the added value lies in the opportunities to study the languages which are taught in only a small minority of British schools,

Table 3. *Diversification of languages in a sample of CTCs*

	French	German	Spanish	Russian	Japanese	Urdu	Dutch
ADT College, Wandsworth	+	+	*				
Aske's College, Lewisham[1]	*	*	E		E	E	E
Bacon's College, Bermondsey	*	*	*				
Brooke, Corby[2]	*	*	*	E			
Dixons Bradford	+	*	*			*	
Djanogly, Nottingham	*	*	(*)	*			
Emmanuel College, Gateshead	*	*					
Harris, Croydon	*	*	P				
Leigh, Dartford	*	*	*				
Macmillan College, Middlesborough			*				
PATS, Croydon[3]	*	*	*	*			*
Thomas Telford School, Telford	*	*			*		

[1]Bengali, Gujurati, Chinese and Turkish are offered at post-16, where there is demand.

[2]Danish is available in enrichment and Chinese is planned from 1992.

[3]Danish is also offered.

Legend

(*): from 1992; +: taster courses; P: post-16 only;
E: enrichment; *: first or equal first language

such as Japanese and Russian. There is an increasing interest in Japanese, since this is a language required for British trade, and closely associated with technological innovation. Thomas Telford School offers German and Japanese in Year 7, ADT College is examining the possibilities of offering Japanese and Haberdashers' Aske's Hatcham College (Aske's College) offers Japanese in enrichment classes.

There is a strong focus on German in response to the needs of manufacturing and technology industries in Thomas Telford School, Dixons Bradford CTC, Djanogly CTC and at Aske's College. Dixons Bradford CTC provides Spanish as a joint first language with German in Year 7 and a range of other languages: Urdu from Year 10 with Italian and Japanese planned for post-16. Djanogly CTC offers two languages besides German – French and Russian – and plans to introduce Spanish this year.

Three schools have given special prominence to Spanish, with the approval of their sponsors, in response to information on trading needs: Macmillan College, ADT College and Dixons Bradford CTC.

In addition to promoting choice in languages, several CTCs provide either a secondary foreign language or linguistic awareness to reinforce the development of a strong linguistic foundation in the early years. Leigh CTC offers a second language to all students from Year 8, so students study two out of French, German and Spanish. The scheme at Thomas Telford School enables children to be able to study as many as three foreign languages in the first year. Djanogly CTC offers language awareness courses in addition to a choice of three languages. At ADT College, as well as studying Spanish, all students in Year 7 take a two and a half term 'taster' course in each of French and German before deciding which of these two to continue with Spanish. Tasters in other languages are also provided by Dixons Bradford CTC so that children gain insights into a variety of linguistic patterns.

Strategy 2: Language learning through technology

CTCs are committed to learning languages by using technology where possible. This is a laudable aim given the increasing requirements of industry for technologists with language skills and the need for young people to acquire language learning strategies independently, making use of all the technological resources available.

There are two aspects to this development:

1. Computer assisted language learning;
2. Using technology to learn languages (e.g. cassette players and language centres).

The first is taken for granted in a CTC; CTCs are either already using, or planning to use, computer assisted language learning techniques, electronic mail, and video and satellite television to aid language learning. As a rule, children in CTCs can word process in a foreign language from an early age and can access a database. For example, Thomas Telford School expects all classwork and extension study (homework) to be produced on a PC or laptop; in Macmillan College writing in class can be either carried out on a laptop or

in longhand, depending on the task. PATS is a centre for software development and receives copies of Microsoft word processors in each of the foreign languages taught at the school.

Cross-curricular developments between languages and technology in the curriculum are essential if we want to prepare people to work in a multi-cultural European business environment. In this respect, CTCs are well placed to satisfy all the sections of the National Curriculum where IT can be used to fulfill the Attainment Targets for both Technology and Modern Foreign Languages (NCET, 1990).

The added value, however, lies in the development of innovative, integrated approaches to learning in a multi-media or communications centre which has superseded the concept and technology of the old language laboratory. Examples of this new style of centre exist in Dixons Bradford CTC, Djanogly CTC, Harris CTC, Bacon's College, ADT College and Leigh CTC. In the latter two the focus goes beyond the technology to the concept of internationalizing language learning, i.e. setting it within the context of international studies in other related subjects which can be located physically in the same area as language learning.

In Djanogly the focus is on multi-media language learning, employing the technological resources that exist to bring language learning alive. The objective of a communications, or multi-media centre is to enhance learning by bringing together combinations of sight and sound via satellite television broadcast from abroad, authentic combinations of video and audio, and computer-based learning. The use of technology not only improves the quality of language learning by bringing all the learner's senses into play for the purposes of consolidating and practising the language learnt, but it also enhances the status of language learning, particularly in the eyes of boys. Colleges with a language centre have experienced greater motivation on the part of their students.

The concept of an 'international centre', which embodies the language centre and becomes the focal point for cross-curricular activity is in development at ADT College. An entire floor is given over to the international centre, which combines a suite of teaching rooms, the communication technology area with 14 computers, and the language centre which has 30 audio/video stations for students and a further five for self-access designed for staff, students and the local community. At present it supports self-instruction in eight languages; there are plans to expand the service to local industry.

Research and Development work in interactive language learning materials design, initiated by the CTC Trust, has been provisionally approved for EC funding under its LINGUA programme for 1992-93 (project 'ELOQUENT'). Thomas Telford School is to be the UK pilot site where the objective is to set up a network of all-purpose computer-based multi-media learning stations around the college. Software multi-media authoring packages will be used by staff and students to write their own customized language learning programs which will be stored and available at any station in the college on the network. This kind of experimental project can only be comfortably handled in colleges with adequate facilities and technical support. Above all, the key to pushing the technological boundaries forward is staff committed to innovative change and new ideas for curriculum development.

Strategy 3: Applied language learning

The evidence from reports on the needs of industry point to the increasing role of languages in support of work-related activities. The notion of 'applied language learning' is dangerous, however, because it is largely only the vocabulary of a language which can be specific to a given industry. The basic structure and functions of a language remain the same for all situations; the same language forms would be used for greeting engineers as for greeting librarians, for example. The terms needed for socialising would be more or less the same for mechanics as for taxi drivers. However, children have often failed to make a connection between the foreign language they learn at school and its use in the real world. To be successful, language learning should be set within a meaningful and relevant context and be used for a particular purpose.

This can be achieved particularly well by teaching languages across the curriculum and in vocational examinations, such as those from the Business and Technology Education Council (BTEC), the City and Guilds vocational language courses, and the Technological Baccalaureate in the post-16 phase. A cross-curricular approach to Design and Technology where a language is used as a tool to carry out tasks is illustrated in the Dixons Bradford model in Appendix B. Several CTCs have set up cross-curricular college themes. Macmillan College holds 'activity days', or whole school theme days. Each of ADT College's five terms has a common theme which becomes the focus of work during that period. Leigh CTC has a European Week, which brings all subjects together during a given week. Thomas Telford School also has an over-arching cross-curricular philosophy.

The second aspect of cross-curricular work is through business-related group examinations. Brooke College is piloting a series of modern language modules on theTechnological Baccalaureate which allows the student to build on past achievements and maintain their interest and expertise in modern languages. As the Technological Baccalaureate is a flexible system which gives equal weight to academic, artistic and technical achievement it is possible to tailor a modern languages project to suit individual needs. This gives the student confidence to work within a supported self-study framework and maintains a close relevance to their projected aims and ambitions.

The majority of CTCs with post-16 phases are offering new combinations of language modules within BTEC First and BTEC National. For example, Harris CTC is offering vocational French with BTEC Business and Finance; PATS students are taking City and Guilds Vocational Spanish and German; Leigh CTC, Bacon's College and Djanogly CTC are co-operating to produce new materials for the London Chamber of Commerce and Industry's (LCCI) new Euroqualifications in office skills with a foreign language; Leigh is offering French with Business studies and Thomas Telford School has set up Hotel and Catering French and Beginner's Japanese. Although these would be considered unexceptional courses to run in a Further Education college, they are innovative for a comprehensive school and have involved developing new organizational structures for course planning and staffing in order to implant this kind of provision into a secondary school environment.

The focus on industry's needs has perhaps been facilitated by existing industrial links with the colleges' sponsors. However, the interface between CTCs and

companies has been developed further; for example, Thomas Telford School sought assistance with the development of Japanese from local industry which has taken an ongoing interest in its promotion in the area. The existence of industrial interest has raised the status of Japanese in the school, enhancing the motivation of the children studying the language. Dixons Bradford CTC has enhanced its contact with companies by offering a language training service, thereby bringing industry directly into the college in close proximity to children which, again, serves to raise the awareness of the children to the importance of language learning for careers and future employment. Dixons Bradford CTC has won eight language training contracts in 15 months, a novel approach for a secondary school in inner-city Bradford.

The majority of CTCs pursue a policy of work placements for their post-16 students through their sponsors and industrial links, an idea which is well developed in Higher Education, but is only now reaching into the secondary school sector. PATS is planning to develop links with Radio RFM in Paris and Deutschlandfunk in Germany. Leigh CTC has set up exchange work placements in Holland to enable students to experience the European business environment and gain an insight into the way of life in Holland, a country with which we have a sizeable annual trade deficit. A similar placement with Torcy, outside Paris, has also been added.

The CTC Trust organized a mission to the Ministry of Education, Madrid to set up exchange work placements for five CTCs in January 1992.

Strategy 4: Internationalism

The notion of setting up exchange work placements in other European countries is going to gain in popularity. These enable British children and young people, particularly from deprived inner-city areas, to learn to develop insights into other ways of life. It does, however, require a significant change in a school's thinking and ultimately a revised school management and staffing structure. For this to be successful there may need to be a change of culture in the school and a delay during which schools adjust to the idea of vocational courses which are internationally oriented in outlook and approach.

CTCs have the advantage of starting afresh and, in many cases, have taken on new staff with new ideas. The advent of the Single Market has made many schools focus on how they might respond to the major changes taking place in the international environment. Emmanuel College, for example, is currently surveying the international language needs of surrounding companies in order to provide information and industrial contacts for curriculum development. This intra-European project, 'FLAIR', has been approved for funding under the EC's LINGUA programme.

In other cases, CTCs have adopted an international perspective on the curriculum, by developing a whole school policy on internationalism. Details of an exemplar international policy can be found in *Essential CTC Characteristics* (CTC Trust, 1991), but one aspect of this is to consider the employment of foreign teaching staff; CTCs have pursued this to some extent and native speakers have been introduced into several CTCs in modern languages and other departments. Thus, in Macmillan College, the majority of Spanish teachers are from Spain or Latin America. In other CTCs, other

nationals have been employed in senior positions with an overview of the curriculum as, for example, in the case of PATS. Dixons Bradford CTC and PATS have native speakers of Spanish who are sponsored indirectly through the Spanish government.

Children will only start appreciating cultural awareness when they have regular contact with teachers from other countries. Although an important aspect of this is ensuring the school population reflects fully the ethnic and cultural groupings in the local community, there must also be people in authority as role models. CTCs have made a start with managing these changes, but the progress of these steps can only be assessed fully when the CTCs have produced their first full-school cohort of students.

V. Ways ahead

The report of the Thames-Chiltern Chamber of Commerce & Industry (1990) has identified a series of areas where Britain is weak compared with our leading European partners:

- Respect for foreign language abilities;
- The study of languages on apprenticeship courses (including hairdressers and fitters);
- A pass in a foreign language as a requirement for entry into a company.

From this and the reports mentioned in previous sections, it is possible to profile the set of skills and competences which industry would like to see in school and college leavers:

- An ability to learn new languages later, i.e. linguistic aptitude;
- Skills in a variety of languages;
- Practical skills in a language, such as the ability to communicate;
- An international perspective with cultural sensitivity;
- Technical expertise coupled with competence in a language;
- Skills to use new technology in different international contexts.

The National Curriculum for modern foreign languages already provides a framework for responding to these needs. For example, the newly-defined Areas of Experience in the National Curriculum will support a vocational perspective (see Appendix D for further details).

Cross-curricular themes such as environmental education, economic and industrial understanding and citizenship in the National Curriculum will also help to authenticate the use of languages by setting it within a real context; environmental education now has to be international in focus since global warming, for example, will affect all countries in the world. Economic and industrial understanding is enhanced by the use of languages, which can be a medium for examining international business practice. Citizenship must now mean citizenship of the European community, which is multi-lingual and multi-cultural.

The National Curriculum allows for speaking, skimming and scanning skills and use of computers, which are all critical in business. The focus on independent learning and awareness of how to learn would support the needs of learners later in life. Cultural awareness, i.e. the development of soft skills, has a place in the National Curriculum too.

Fortunately, a vocationally-inspired perspective on languages and internationalism in the curriculum is not entirely new in Britain; there is, for example, the experience of TVEI and GAML schemes in schools and the applied language courses developed in colleges and polytechnics for awards by BTEC as well as LCCI's range of business language qualifications offered in many adult and further education colleges. In 1990, City and Guilds started offering a new range of vocational language courses in French, German, Spanish and Italian. Policy-makers and curriculum designers concerned with developing the vocational perspective on modern languages are, happily, not starting from a *tabula rasa*. In the secondary sector there are several publications on TVEI models (Stevens, 1991) and vocational modern language examination schemes (Hagen, 1991) which are designed to assist schools in finding a way forward.

The strategies described above and the CTC case studies in Appendix B may point to possible ways forward for other inner-city schools which require examples of how language learning can be accommodated in a vocationally-oriented curriculum. Experience of the use of technology to enhance language learning may provide insights for any LEA-supported, Voluntary Aided or Grant Maintained schools which have decided to opt in to a vocational or technology-oriented curriculum through the 'Technology in Schools Initiative' programme, announced in December 1991.

The issue is not only one of introducing a vocational perspective into the foreign language curriculum, however. Developing a link between English and Modern Languages in the curriculum will prove critical to the future success of language learning. For example, Hawkins' (1987) view of language learning at school as apprenticeship can only be realised through developing an awareness of language *per se* which can form a bridge between the mother tongue and a second language. Successful language learning later in life will, from this perspective, rest on insights gained in primary and secondary school into the underlying grammatical, phonological and semantic patterns of a person's native language. For example, the ability to match sound with symbols at speed and the capacity to induce the generalized framework of rules underlying language forms would be extremely valuable. It is now quite clear that a good knowledge of one's own mother tongue facilitates learning another language.

The Teleconomy (1990) survey discussed in Section II highlighted the need for native English speakers such as switchboard operators to be able to communicate in standard international English for contact with foreign customers or potential customers. Learning a foreign language can help such communication by creating an awareness of the needs of foreign English speakers.

More general strategies such as linking foreign languages with English may be combined with the vocational perspective into a series of key points which can make language learning more effective and relevant to British school children:

- Making curriculum 'bridges' between English and foreign languages;
- Motivating more young people to *want* to learn a language, especially boys (existing evidence from the classroom suggests a series of strategies for improving levels of motivation; these are set out in Appendix C);
- Ensuring a policy of languages across the curriculum in schools;
- Accelerating the process of diversification of the range of languages being taught, especially through 'taster' courses or extra language options;
- Using technology, especially communications technology, to support language learning;
- Making languages appear relevant to the workplace by introducing vocational examination schemes which incorporate international work experience, particularly at post-16 level;
- Implementing the National Curriculum in such a way as to as to dispel the notion that languages are an academic subject accessible only to a few (further discussion on languages in the National Curriculum is in Appendix D).

The 1990s, with the advent of a Single Europe and the new National Curriculum in England and Wales, provide an unprecedented opportunity to re-construct language learning in schools and equip young people with the linguistic and cultural competence that they need for employment in the year 2000. If we can make a success out of this opportunity, the rewards for our children and our trade in the next century will be enormous.

Appendices

Appendix A: Foreign language provision in British education 28

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Appendix A: Foreign language provision in British education

Over the last 20 years there has been a spiralling decline in the number of children opting for languages in secondary schools, which appears to have been arrested only in the last few years. Between 1965 and 1985, for example, the entries for GCE 'O' level fell from 160,000 to 150,000, while the number eligible to take GCE rose from 350,000 to 520,000 (Hawkins, 1987, p.13-18). Fewer than half the children in England and Wales manage to take and pass a GCSE in a modern foreign language. In 1989, for example, there were 329,478 passes (A-E) in Mode 1 Modern Language GCSEs out of a potential clientele of 680,300 school children eligible to take the examination across the country (see Table A1). On the basis of one child, one examination, this means about 48%. In reality there are about 8-10% who sit two languages, so the number taking a modern language is even fewer than half, probably closer to 40%.

In other words, about 60% of children have traditionally dropped their modern language earlier than 16, mostly at 14, but a few are never offered a language at all, especially if they are considered to be low attainers. Recent figures for GCSE passes in 1990 and 1991 shown in Tables A2 and A3 suggest a similar pattern. This is rather more heartening than an HMI report in 1979 on 83 schools which found that approximately two thirds of pupils had dropped the foreign language at the earliest point (Hawkins, 1987). However, it does not compare favourably with France and Germany, where virtually all children take a foreign language from 11 to 16 and the vast majority continue to study one beyond the age of 16.

Most disturbing in school examination figures is the number of boys who drop out at the age of 14. At GCSE the ratio of boys to girls taking languages is 2:3, while at 'A' level it worsens to 2:5. Boys are more reluctant to opt for French than girls are. They seem to become more embarassed imitating French sounds than they are imitating German or Spanish ones (Hawkins, 1987). Unfortunately, French has been dubbed a 'girls' subject', although this is not true of other foreign languages, like German.

The high proportion of girls to boys remains at 'A' level; between 1965 and 1985, for example, boys French 'A' level passes dropped from 7,567 in 1965 to 4,645 in 1985. Girls rose slightly from 10,508 to 16,720 in 1985. The number of passes at French 'A' level has risen to 26,349 (1991), but there is still a ratio of three girls for every boy. In 1986/7 the ratio of men to women on PGCE modern foreign language courses was also 1:3

Indeed, the number of postgraduate linguists of either sex following modern language teacher training courses is a matter for concern. In December 1990, according to the Universities Statistical Record, there were only 265: French 172; German 68; Spanish 20; Russian 5.

French holds a dominant position in schools. Over two-thirds of school children who pass a GCSE (Mode 1) modern language with a grade between A-E sit French; approximately one-fifth pass German and only one in 16 pass Spanish. The passes in all other modern languages together make up about 5% of the total (see Tables A1-A3). In 1991, only 365 children passed GCSE Japanese with a grade A-E, which represents 0.1% of the total for all modern languages, of whom the majority were native speakers.

Approximately the same proportion of French to the other languages operates across the other sectors of education. At 'AS' level, 'A' level and University and Polytechnic degree level, French remains the single dominant language (although even the total number of French 'A' level entries does not compare favourably with English or Mathematics). 'FLAW' examination passes show a similar pattern, and the figures for Italian are very low. See Tables A4-A12 for a detailed breakdown.

The growth of passes across virtually all post-16 modern language examinations from examination bodies such as LCCI, BTEC and the Royal Society of Arts shows the increasing popularity of language learning, particularly when related to practical contexts. There are already about 25 schemes for modern language examinations of this type offered as alternatives to traditional GCSE, 'A' and 'AS' level qualifications (for a review, see Hagen (1991)).

LCCI's 'FLIC' examination, which is an oral/ aural test in a foreign language, also increased from just over 3,000 passes in 1989 to over 4,300 in 1990 (Table A13). There is a noticeable swing in favour of German in the 'FLIC' examinations when compared with the figures quoted above. The ratio of passes in French to those German drops to 2:1, reflecting a greater demand for German in industry.

The vocational examinations which have seen the sharpest rise in popularity are BTEC Diplomas with languages, which, across all levels, reached 13,664 passes in 1991 (Table A14). There has been a marked increase in the proportion of students sitting BTEC awards in German and Spanish. Spanish is particularly strong with 28-30% of all BTEC language examination passes. The proportion taking German is 15-18%.

The new Vocational Language courses from City and Guilds which began in 1990 resulted in more awards in Spanish (27) than in French (24) in its first year of presentation; 21 awards were made for German and 3 for Italian. Estimated candidate figures for 1992 are French 1765, German 716, Spanish 273 and Italian 202.

Table A1. *GCSE Mode 1 (Grades A-E) Summer 1989*

Total across all languages: 329,999

Subject	Number of passes	Percentage of total	Rank (by percentage)
French	227,927	69	1
German	67,203	20.4	2
Spanish	18,720	5.7	3
Italian	3,293	1	4
Urdu	2,971	0.9	5
Russian	1,570	0.48	6
Irish	1,490	0.45	7
Punjabi	1,035	0.31	8
Chinese	1,007	0.31	9
Bengali	930	0.28	10
Modern Greek	689	0.21	11
Hindi	602	0.18	12
Gujurati	433	0.13	13
Arabic	400	0.12	14
Modern Hebrew	318	0.1	15
Turkish	285	0.09	16
Japanese	216	0.07	17
Polish	176	0.05	18
Portuguese	175	0.05	18
Persian	147	0.04	20
Dutch	126	0.04	20
Swedish	61	0.02	22
Malay	60	0.02	22
Danish	46	0.01	24
Norwegian	41	0.01	24
Tamil	27	0.008	26
Swahili	23	0.007	27
Ukranian	14	0.004	28
Armenian	8	0.002	29
Esperanto	4	0.001	30
Sanscrit	2	0.001	30

Table A2. *GCSE Mode 1 (Grades A-E) Summer 1990*

Total across all languages: 331,005

Subject	Number of passes	Percentage of total	Rank (by percentage)
French	220,136	66.5	1
German	72,818	22	2
Spanish	20,868	6.3	3
Italian	3,592	1.1	4
Urdu	3,197	1	5
Russian	1,701	0.5	6
Bengali	1,297	0.39	7
Irish	1,285	0.39	7
Chinese	1,158	0.35	9
Punjabi	1,155	0.35	9
Modern Greek	809	0.24	11
Gujurati	526	0.16	12
Arabic	429	0.13	13
Modern Hebrew	285	0.09	14
Portuguese	262	0.08	15
Turkish	254	0.08	15
Japanese	221	0.07	17
Polish	220	0.07	17
Hindi	211	0.06	19
Persian	137	0.04	20
Dutch	129	0.04	20
Swedish	123	0.04	20
Norwegian	49	0.015	23
Malay	47	0.014	24
Danish	26	0.008	25
Tamil	25	0.008	25
Swahili	20	0.006	27
Armenian	19	0.006	27
Ukranian	6	0.002	31

Table A3. *GCSE Mode 1 (Grades A-E) Summer 1991*

Total across all languages: 352,911

Subject	Number of passes	Percentage of total	Rank (by percentage)
French	233,993	66.30	1
German	77,306	21.91	2
Spanish	22,858	6.48	3
Italian	3,950	1.12	4
Urdu	3,344	0.95	5
Russian	1,835	0.52	6
Chinese	1,575	0.45	7
Bengali	1,558	0.44	8
Irish	1,318	0.37	9
Punjabi	1,209	0.34	10
Gujurati	735	0.21	11
Modern Greek	732	0.21	11
Arabic	443	0.13	13
Turkish	400	0.11	14
Japanese	365	0.1	15
Modern Hebrew	319	0.09	16
Portuguese	293	0.08	17
Hindi	217	0.06	18
Polish	222	0.06	18
Dutch	146	0.04	20
Vietnamese	57	0.02	21
Esperanto	22	0.006	22
Ukranian	11	0.003	23
Cornish	3	0.001	24

Table A4. *'AS' Levels (Grades A-E) 1990*

Total across all languages: 2,180

Subject	Number of passes	Percentage of total	Rank
French	1,483	68	1
German	458	21	2
Spanish	168	7.7	3
Italian	68	3.1	4
Russian	3	0.1	5

Table A5. *'AS' Levels (Grades A-E) 1991*

Total across all languages: 3,230

Subject	Number of passes	Percentage of total	Rank
French	2,118	65.6	1
German	746	23.1	2
Spanish	278	8.6	3
Italian	73	2.3	4
Russian	15	0.5	5

Table A6. *'FLAW' Number of passes 1989-91*

Subject	1989	1990	1991
French	895	1,196	1,800
German	210	307	401
Italian	12	10	10
Spanish	64	43	103
Totals	1,181	1,556	2,314

Table A7. *Total 'A' level entries*

	1990		1991	
	Number of entries	Percentage of total	Number of entries	Percentage of total
Total (all subjects)	684,065		695,991	
Mathematics	79,748	11.7	75,006	10.8
English	74,182	10.8	79,137	11.4
French	27,245	4	30,801	4.4
German	9,476	1.4	10,583	1.5
Spanish	3,496	0.5	4,232	0.6

Table A8. *GCE 'A' level passes (Grades A-E) Summer 1990*

Total across all languages: 37,817

Subject	Number of passes	Percentage of total	Rank (by percentage)
French	23,066	61	1
German	8,242	21.8	2
Spanish	3,386	8.9	3
Italian	690	1.8	4
Urdu	486	1.3	5
Chinese	392	1	6
Russian	351	0.9	7
Japanese	230	0.6	8
Irish	229	0.6	8
Modern Greek	216	0.6	8
Punjabi	80	0.21	11
Portuguese	79	0.21	11
Turkish	73	0.19	13
Polish	72	0.19	13
Dutch	61	0.16	15
Modern Hebrew	50	0.13	16
Swedish	36	0.09	17
Hindi	22	0.06	18
Serbo-Croat	18	0.05	19
Norwegian	9	0.02	20
Bulgarian	8	0.02	20
Danish	8	0.02	20
Hungarian	5	0.01	23
Czech	4	0.01	23
Swahili	4	0.01	23

Table A9. *GCE 'A' level passes (Grades A-E) Summer 1991*

Total across all languages: 42,295

Subject	Number of passes	Percentage of total	Rank (by percentage)
French	26,349	62.3	1
German	9,152	21.6	2
Spanish	3,689	8.7	3
Italian	789	1.9	4
Urdu	548	1.3	5
Chinese	418	1	6
Russian	392	0.9	7
Irish	213	0.5	8
Modern Greek	184	0.4	9
Punjabi	113	0.3	10
Portuguese	108	0.3	10
Turkish	84	0.2	12
Polish	76	0.2	12
Dutch	39	0.09	14
Modern Hebrew	33	0.08	15
Swedish	31	0.07	16
Hindi	18	0.04	17
Serbo-Croat	15	0.03	18
Danish	14	0.03	18
Bulgarian	13	0.03	18
Norwegian	10	0.02	21
Swahili	4	0.01	22
Hungarian	3	0.01	22

Table A10. *University degree passes (1989)*

Total across all languages: 5,152

Subject	Number of Honours	Total number of passes	Percentage of total	Rank (by percentage)
Single language:				
French	815	819	15.9	3
German	364	369	7.2	4
Russian	113	115	2.2	7
Spanish	112	115	2.2	7
Italian	65	70	1.4	9
Chinese	69	69	1.3	10
Modern Middle East Languages	57	58	1.1	11
Scandinavian Languages	29	30	0.6	12
Latin American Studies	21	21	0.4	13
Japanese	17	17	0.3	14
Slavonic Languages	8	8	0.2	15
African Languages	6	6	0.1	16
Combinations:				
Combinations of Languages	1,893	1,918	37.2	1
Combined Degrees (incl. languages)	1,039	1,052	20.4	2
Others:				
Unspecified European languages	145	145	2.8	6
Unspecified Asian languages	6	6	0.1	16
Other languages	332	334	6.5	5

Note: 0.63% of all 22-year-olds gained a degree with modern languages included as a major or minor element.

Table A11. *University degree passes (1990)*

Total across all languages: 5,197

Subject	Number of Honours	Total number of passes	Percentage of total	Rank (by percentage)
Single languages:				
French	814	821	15.8	2
German	334	341	6.6	3
Spanish	140	142	2.7	6
Russian	124	128	2.5	7
Italian	71	72	1.4	8
Chinese	54	57	1.1	9
Modern Middle East languages	47	49	0.94	10
Scandinavian languages	16	17	0.33	11
Latin American Studies	13	13	0.25	12
Japanese	10	10	0.19	13
African languages	10	10	0.19	13
Slavonic languages	6	6	0.1	16
Combinations:				
Combinations of languages	2,000	2,028	39	1
Combined Degrees (incl. languages)	1,095	1,103	21.2	2
Others:				
Other European languages	143	144	2.8	6
Other Asian languages	7	7	0.14	15
Other languages	248	249	4.8	5

Note: 0.65% of all 22-year-olds gained a degree with modern languages included as a major or minor element.

Table A12. *Polytechnic degree passes (1989-90)*

Subject	1989	1990
French	41	46
German	15	9
Italian	0	0
Spanish	14	18
Portuguese	0	0
Latin American Studies	31	38
Scandinavian languages	0	0
Russian	6	13
Slav/East European languages	0	0
Other/General European languages	107	103
Far East languages	0	0
Modern Middle East languages	0	0
African languages	0	0
Other language standards	111	150
Other/unspecified/general modern languages	521	473
Comparative literature	52	48
Total	898	898
Total all subjects	33,250	36,501
Related subjects:		
Combined/ general arts	1,217	1,463
Other combined/ general courses	2,682	2,793

Table A13. *LCCI 'FLIC' examination passes (1989-90)*

Subject	1989	1990
French	1,457	2,182
German	952	1,255
Spanish	413	565
Italian	237	233
Greek	53	27
Russian	14	32
Japanese	5	8
Portuguese	7	5
Punjabi	12	0
Urdu	5	5
Gujurati	0	9
Dutch	4	5
Danish	3	1
Chinese	0	4
Arabic	0	1
Polish	1	0
Hindi	1	0
Totals	3,164	4,332

Table A14. *BTEC Diplomas with modern languages (1989-91)*

F denotes BTEC First Diploma; N denotes BTEC National Diploma;
HN denotes BTEC Higher National Diploma

Language	Course	1989	1990	1991
French	F	47	81	259
	HN	1,084	1,457	1,988
	N	1,761	2,643	4,662
	Total	2,892	4,181	6,909
Spanish	F	27	40	97
	HN	540	710	806
	N	988	1,756	2,900
	Total	1,565	2,506	3,803
German	F	25	27	59
	HN	331	507	702
	N	446	739	1,776
	Total	802	1,273	2,537
Italian	HN	23	94	158
	N	51	164	184
	Total	74	258	342
Japanese	HN	10	8	14
	N	4	5	21
	Total	14	13	35
Urdu	F	0	0	4
	HN	9	15	4
	Total	9	15	8
Welsh	HN	4	11	9
	N	0	0	3
	Total	4	11	12
Greek	N	0	0	12
Russian	N	0	0	8
Gujurati	F	0	0	6
Arabic	HN	0	1	0
Total		5,360	8,257	13,664

Table A15. *Institute of Linguists 'ELIC' awards (1990-91)*

PC denotes Preliminary Certificate GC denotes General Certificate
ID denotes Intermediate Diploma

Language	1990			1991		
	PC	GC	ID	PC	GC	ID
French	380	203	142	380	270	150
Spanish	334	253	48	323	116	79
German	313	131	73	267	134	76
Italian	231	74	0	134	42	12
Russian	92	12	3	36	11	0
Japanese	25	3	0	57	5	0
Greek	24	11	3	43	12	0
Portuguese	20	0	0	13	9	0
Swedish	9	8	1	15	9	0
Dutch	8	4	5	14	4	0
Chinese	5	4	0	3	1	0
Danish	0	0	0	0	8	0
Hindi	0	0	0	1	0	0
Punjabi	1	0	0	0	0	0
Totals	1,442	703	275	1,286	621	317

N.B. Does not include modules for advanced level or diploma because formal certification figures are not shown.

Table A16. *RSA modern language examination awards (1990-91)*

Subject	Stage	1990	1991
General Communicative Languages:			
French	I	928	1,029
	II	405	533
	III	259	302
German	I	806	881
	II	232	271
	III	124	84
Spanish	I	947	1,000
	II	226	218
	III	98	67
Italian	I	316	328
	II	112	112
	III	34	35
French for Catering students		583	366
Languages for Commercial Purposes:			
French	II	597	273
French	III	10	341
Word Processing:			
French	I	N/A	353
German	I	N/A	82

Appendix B: CTC case studies

'Whole school' language policy for Spanish at Macmillan College

The 'whole school' language policy at Macmillan is designed to concentrate efforts and resources in the school on learning one foreign language – Spanish. All students are required to learn Spanish from the age of 11 until they leave at 18. This means that in Years 7, 8 and 9 there are already 550 children learning Spanish, more than the total number learning Spanish in all the secondary schools of some local authority areas in other parts of Britain. When the school is full in four years' time, there will be potentially 1,100 Spanish learners at Macmillan, which is a considerable pool of Spanish speakers.

The rationale for this approach is

1. Every child is expected to learn Spanish to a high level of competence. This will provide a foundation for learning other languages;
2. Spanish is the third most widely spoken language behind Mandarin Chinese and English;
3. There is an increasing need for Spanish in the UK and this policy seeks, in a small way at least, to correct the national imbalance in provision;
4. A sizeable minority of children in the school have visited Spain on a package holiday;
5. The children in Macmillan College, 70%-80% of whom are from groups who have traditionally never learned foreign languages, find learning Spanish and studying Spain an exciting, colourful and distinctively stimulating exotic experience, one which contrasts with their industrial environment and northerly climate;
6. Concentrating on one language means that there is a large department with the staffing to mount curriculum and materials development projects.

The principle of the policy is to ensure that Spanish permeates throughout the college, not just within the classroom. The focus is to make foreign languages a normal part of everyday life – to reflect the reality of living in a single multi-lingual, multi-cultural Europe. The children grow up with Spanish all around them so that they are less inhibited about speaking a foreign language when they are older. The hallmarks of the policy are:

1. It has personal support from the Principal who speaks Spanish in classrooms to children, and to language staff and others;
2. Staff all have access to tuition in Spanish;
3. Signs and naming are in Spanish;
4. Tutor groups are named after Spanish towns;
5. Timetables often appear in Spanish;
6. Students are encouraged to respond in Spanish to many staff in various subjects and regularly in registration;

7. Spanish is used in the Assembly, greetings, the Lord's Prayer, the college song (*Creo en angelitos*) etc;
8. 'Activity days', or whole college theme days are held in Spanish when the Principal and other staff may hire costumes for the day to make their parts of the programme more interesting to the students;
9. Live Spanish satellite television is available throughout the college on the broadband network;
10. A majority of the departmental staff of six are native Spanish speakers.

Teaching and learning approach

Spanish is taught using the 'direct method' in Year 7. The initial focus is entirely on developing speaking and listening skills and raising the children's confidence in learning a foreign language. Assessment through Yorkshire Graded Tests provides staged, rewarded progression, so that they are aware of achieving higher levels over a period of time.

From Years 8 and 9 onwards 'individualized learning' is introduced. The children's experiences in the classroom allow them to move at their own pace through a series of differentiated tasks which are all resource-based. Their response to a task may be on tape, on paper or may be a live conversation which they are required to have with the teacher at the conclusion. Students may not pass from one task to the next unless the teacher is convinced that they are proficient.

The whole school approach also involves parents in learning Spanish; adult evening classes have been running specifically to gain the commitment and understanding of parents. This enables parents to assist their children in learning a language and, more importantly, creates a positive attitude towards language learning in the home. Classes for primary age children have also been held.

Spanish and work experience

There are plans for every student at Macmillan who is over 16 to visit Spain for work and cultural experience. BAT Industries and other sponsors have fully endorsed this aspect of the college policy and are aware of the need to develop a greater capability in Spanish for business for trade in Europe and South America. John Paddick, Principal of Macmillan, visited the Spanish Ministry of Education to set up industrial links for Macmillan College in January 1992.

Source: John Paddick, Principal, Macmillan College, Middlesbrough

Cross-curricular approaches to language learning and design and technology at Dixons Bradford CTC

One of the underlying philosophies behind language teaching at Dixons Bradford CTC is the integrated use of information technology (IT) and multi-media facilities in a way which is as realistic as possible, even from Year 7. All students are encouraged to utilitize IT fully if this is seen as being the most appropriate tool for the task in hand and to regard skills acquired in other subject areas as of use in their language lessons.

How often do we as language teachers ask pupils to design their ideal bedroom or flat as a means of reinforcing the vocabulary for rooms and furniture? Usually, this task is either set for homework or is carried out in a languages room with none of the specific design equipment or expertise available. Year 7 students at Dixons Bradford CTC integrate this task with the work they are doing in Design and Technology, Mathematics and Humanities. Mathematics provides the understanding of 'scale', the Humanities deals with the concepts of plan views and mapping and Design and Technology provides the correct design environment with the relevant equipment and expertise. By integrating the task with other subjects, the pupils' work becomes an exercise in design, rather than simply a drawing. The reality of it is emphasized by the fact that the 'best' designs are used to create scale models of the type produced by architects.

However, initiatives often come from the pupils themselves. An example of this was the request by several Year 7 students to incorporate their languages into two specific Design and Technology projects. These involved designing and producing packaging in either German or Spanish for clocks and chocolate bars made in Design and Technology in order for them to be sent as gifts to partner schools in Germany and Spain.

Pupils now view this type of cross-curricular approach and the use of new technology as an integral part of their language learning. In many cases some of the best cross-curricular ideas originate from the students themselves.

This is further contextualized through independent learning in the technologically-rich learning environment of the college's open access multi-media centre which has a 12-booth language laboratory, a 'home made' viewing and listening centre, permanent satellite television, computers and an interactive video station. The viewing and listening centre enables a separate, customized sound track to be synchronized with any video which can then be listened to and viewed simultaneously by either six students using headphones or up to 12 linked through the language laboratory.

In order to maximize the effectiveness of the integration of new technologies into language learning, a teacher has been seconded from Spain to develop concept keyboard materials and realistic cross-curricular activities in Design and Technology.

Source: Mike Cordner, Coordinator for Languages and Director of External Services, Dixons Bradford CTC

Industry needs-related language learning at Leigh CTC

Key Stage 4

In Years 10 and 11 students are given the option of taking French as part of their Business Studies Course; students take SEG Business Studies with the Modern Language Option.

As part of their coursework students carry out market research and identify a need for foreign languages in business. They then produce a product to fill that need. Currently students are working on a tapescript and tape for lorry drivers travelling in France, and a tapescript and tape for company employees arranging business trips abroad for company employees.

There is emphasis on information technology. During coursework students produce faxes confirming reservations and appointments, word process coursework and tapescripts, and learn how to access Minitel to obtain information such as the availability of hotel accommodation.

Post-16 core languages

All post-16 students take a foreign language as part of their core curriculum. The languages currently offered are French and Spanish. The courses and qualifications are work-related.

Leigh CTC is a centre for: LCCI Euroqualifications ;
City and Guilds Vocational Qualifications;
BTEC National Diploma.

LCCI Euroqualifications

The LCCI Euroqualification is a highly prestigious new qualification already piloted and in use in Continental countries such as Germany. The qualifications are accepted throughout Europe and are very highly regarded. Euroqualifications are achievable on three levels. Students from the Leigh CTC will normally take Level One, Commercial Language Assistant qualification.

City and Guilds Vocational Qualifications

Most Post-16 students take a vocationally-orientated course in French or Spanish leading to the City and Guilds Vocational Qualification. This, again, is a new qualification highly regarded in the world of business and commerce. The emphasis is on language likely to be useful in the world of work. A number of assignments are completed throughout the course, and each student has his or her own record of achievement. The qualifications are achievable on three levels, but every student receives an accreditation for any part of the course completed successfully.

The current emphasis of this course is work in the travel and tourism industry.

BTEC National Diploma in Business & Finance with European Studies, and LCCI Euroqualifications

The BTEC National is a unit-based qualification containing European Studies in Year 12. The course is designed so that assessment of all units is through a single integrated assessment assignment taken every six weeks. Leigh CTC aims to have a European curriculum focus and this is achieved through the integration of the European Awareness/Language component. The assessment assignments always have a European focus and a French language element, not as discrete tasks, but as a key part of the main task. The vocational focus and the use of French for business provides a sound basis for delivery of the LCCI Euroqualifications.

In the BTEC National Diploma in Business and Finance, therefore, the study of French is locked into the course. There is heavy emphasis on information technology – word processing, databases, use of the Tick-Tack business letter writing software. Of the 20 or so students there is a wide range of ability, ranging from students who have a GCSE Grade A to those who have not studied French since Year 9. Teaching and learning styles therefore tend to be flexible. Students work in groups on language-based projects designed to encourage individualized research and learning. Front-of-class input is kept to a minimum, tending to be concentrated on the presentation of specialist business language and situations.

The European Awareness parts of the BTEC National Assignments are:

1. Founding a new business – enquiring about setting up a branch in France;
2. Setting up a new hotel – research into the funding of a hotel in Europe, with particular emphasis on France;
3. Work experience – students must enquire and report on European Awareness within their company. Some students are able to do their work experience in France. This is arranged by one of the college's link schools, a Lycee just outside Paris;
4. Public and private sector – structure of European Community economies;
5. Employment and unemployment – trends and labour market opportunities in the European Community;
6. End-of-year assessment.

During the course, apart from the BTEC assignments, students complete a number of business-based assignments in French designed to prepare them for the LCCI Euroqualifications examination.

BTEC First Diploma in Business and Finance BTEC First Diploma – Secretarial

These courses are in the planning stage for 1992-1993. In these courses the foreign language element will be geared to match their content. The accreditation will be the City and Guilds Vocational Qualification.

Source: Philip Bale, Head of Languages, Leigh CTC

Communications Centre at Djanogly CTC

The Communications Centre at Djanogly City Technology College, Nottingham has been designed to allow students, business people and community groups access to network recording, conference and group conversation facilities and to interface with videos and computers. Interaction with the language laboratory and computer networks enables users to co-ordinate all the language skills or simply to listen to a tape from a friend, word process a reply, print it, send it via electronic mail to correspondents around the world and receive a rapid reply. Satellite link-up through the video network brings live or recorded television. All of this is in a centre which is the size of two average classrooms (165 sq. metres).

Language laboratory network area

The traditional language laboratory is the basic cassette recorder. The language laboratory network area of the Communications Centre at Djanogly CTC provides the following facilities:

1. Spacious accommodation for 24 audio-cassette, video recorder and video monitor (Tandberg IS 10) workstations linked to the teaching console;
2. A T-shaped teaching console with two teacher stations, each with a master cassette function, video monitor and video cassette recorder;
3. A fixed video camera on the teaching console with which the teacher can transmit images from books, photographs or transparencies,
4. Comfortable seating around the six 4-station 'mushroom' octagonal tables and connecting oblong tables which provide plenty of working space and house all of the equipment and trunking cables.

Computer network area

The Communications Centre also provides the following facilities in the computer network area:

1. 24 Tandberg audio cassettes on more traditionally designed benches;
2. Up to 24 Apricot computer terminals and screens, and laser printer, providing access to the college's computer network;
3. The centre enjoys the benefit of a computer distribution system allowing control of all terminals from the console;
4. Space for small group work, seminars, discussions or demonstrations;
5. Open-access resource materials, including self-learning teaching packages for most major foreign languages, video recordings and foreign language ephemera.

The College network

The Communications Centre, through the medium of the college computer network provides both a base for rapid access to information and the means

to analyse, process and make decisions about how to act upon that information. The network gives ready access to:

1. Industry compatible word processing packages and language conversation packages;
2. A wide range of packages (spreadsheets, databases and desk-top publishing/design packages);
3. Self-teaching and language courses;
4. A range of CD-ROM databases (computer CDs with encyclopedias, newspaper files and databases of information);
5. On-line computer links for accessing worldwide databanks and e-mail facilities;
6. The computerized catalogue of learning resources available in the Communications Centre, the Library and elsewhere in the College.

Source: Paul Regan, Faculty Director Heritage and Communication, Djanogly CTC

The DataLang database of Modern Languages Resources

Participating CTCs: Emmanuel College, Harris CTC, PATS, ADT College

'DataLang' is the name of a software program developed by the CTC Trust and a group of CTCs which is designed to enable teachers to access and identify the resources they need to deliver the National Curriculum and post-16 courses for French, German and Spanish. The rationale was that teachers of modern languages needed guidance in matching the requirements of the NC and new vocational courses at post-16 to the available materials in Modern Languages.

By using menus on screen, a teacher or student will be able to key in his or her specific needs, e.g. level or age of student, NC Attainment Target, type of material, topic or content of material, and be able to find the most appropriate unit of an existing course or book which covers the area. Further categorization enables teachers to select exercises most suitable for different language skills, i.e. reading, listening, speaking and writing. For each exercise, additional information is given regarding type of text, class activities involved and level of difficulty. This means that a teacher wishing, for instance, to identify a listening exercise on the subject of buying rail tickets can enter the requirements using the enquiry screen and the database will display and/or print all suitable exercises from all the resources available, giving precise page references and other detailed information.

The objectives of the project were to employ industry standard hardware and software platforms to produce a product that would have appeal beyond the education sector to the field of commerce and industry in general. This reflects

the ethos of the CTC movement in developing links between the educational and commercial worlds.

The hardware platform chosen for the project was networkable IBM compatible personal computers. The most suitable software for the project was a relational database, namely DataEase. This powerful yet flexible relational database package was chosen because it is in widespread use across industry and has some considerable following within the CTC movement.

DataLang was designed by Stephen Hagen and programmed by Ian Roberts of Emmanuel College. Specialists across the whole range of skills required to complete the project were employed, thus skills and practices developed in education and the wider world of commerce were combined. No short cuts were taken with regard to the design and execution of the database, the detailed compilation work of language resources or with the detailed analysis of the NC and aspects of language acquisition. Language specialists, educationalists and computer specialists were employed on specific tasks for which they possessed the necessary skills (ETS Language Consultants of Teignmouth were external partners for the project).

Source: Stephen Hagen, CTC Trust and Ian Roberts, Emmanuel College

Appendix C: Factors contributing to successful language teaching

Improving motivation

Evidence from classroom methodology suggests the following strategies for improving children's motivation to learn languages.

- Set language learning in a vocational context by linking it to employability and offering a more practical form of industry-based assessment;
- Provide regular evidence of progress and reward, e.g. use graded assessments;
- Separate boys from girls in order to reduce competition;
- Link languages to the sciences and technology to attract more boys;
- Increase the range of languages to suit individual and parental choice, especially through community languages;
- Introduce independent forms of learning which focus on greater individual participation;
- Introduce new technology into language learning;
- Raise status of languages in school, for example, promote a linguist to be head or senior teacher;
- Use communicative methodology; task-based learning, 'authentic' activities, opportunities to practise speaking;
- Raise awareness of parents to the value of languages, by involving them wherever possible;
- Arrange visits to the country and medium term links and exchanges with schools abroad, preferably on a person-to-person basis;
- Use interesting, lively and colourful materials, adapted to a given age group;
- Introduce authentic material from the country into the classroom;
- Employ good teachers, including native speakers;
- Employ a foreign assistant;
- Provide opportunities for consolidation, for example a language centre;
- Start foreign language or language awareness classes at primary school level.

Improving classroom methodology

From recommendations made in Hawkins (1987) and HMI (1989), it is clear that there are distinctive features of classroom methodology which contribute to successful language learning in schools, but which, when they are missing, can cause a school to fail:

- Positive attitude on the part of the teacher and a good level of teaching skills;
- High but realistic expectations of the pupils expressed in challenging but attainable tasks matched to the ability of the pupils;
- Thoughtful lesson planning and a variety of activities on one particular theme;
- Extensive use of the target language;
- Imaginative use of the resources, leading to active participation;
- Leadership of an effective head of department and good schemes of work.

Other criteria:

- Appropriately qualified and linguistically competent staff;
- Recent in-service training;
- Attention to classroom environment and display;
- Use of school-produced language resources;
- Setting of language students by ability;
- Variety of activities; use of resources.

Appendix D: A vocational perspective on languages in the National Curriculum

Every child starting a maintained secondary school in September 1992 will be subject to the statutory terms of the National Curriculum (NC); Key Stage 4 will take effect from Autumn 1995. These terms include the obligation to study a modern foreign language from 11 to 16. The first children to go through this system will reach the employment market in July 1997 at the earliest. Essentially, this means that it is intended for the first generation of school-leavers in the new century, since most will probably complete a post-16 phase.

Developing a vocationally-oriented language curriculum within the framework of the NC can be achieved without reducing the overall quality of a balanced foreign language education. For example, the newly-defined Areas of Experience for Modern Languages will support a vocational interpretation:

- Area B, *Personal and social life*, should include learning to relate to people of other cultures;
- Area D, *The world of education, training and work*, introduces the context of the workplace;
- Area F, *The international world*, incorporates an international perspective;
- Area G, *The world of communications*, will introduce into the school programme the use of new technology in different international contexts.

A vocational curriculum based on authentic situations which satisfies the requirements of the NC is also possible. If, for example, we analyse the tasks carried out by the Dutch secretary and marketing manager outlined in Section III (Profiles 2 and 3) and match each part to the NC, it should be possible to achieve a true vocational perspective, at least for the hard linguistic skills. For example the secretarial skill for accessing information on a VDU could be accommodated in Attainment Target 3, level 2 statement b, level 3 statement b, level 5 statements b and c. The manager's skills for instructing foreign employees could be accommodated through Attainment Target 2, level 5, statement e, and level 8, statements b and c, and so on (a more detailed matching is presented in Tables D1 and D2). Such an analysis shows how each hard skill could be accommodated to a great extent within the NC. This means that authentic language profiles of employees' skill use, collated from audits of international companies, could be used to humanise and authenticate the NC.

Technology and languages

There is an ever-increasing need to bridge the curriculum gap between technology and foreign languages. The NC allows for the development of a cross-curricular programme in technology with a foreign language which will reflect the changing demands of working in an international environment. The 'Model B' reduced modern foreign language course at Key Stage 4 for pupils aged 13-16, offers a particular opportunity for a combined programme. The

scaling down of obligatory attainment target assessments under the NC from four skills (reading, writing, listening and speaking) to a minimum of two will enable the curricula of technology and languages to be taught and assessed together.

If schools concentrated on delivering speaking and reading skills in the mixed language/technology combination, listening would be an unassessed by-product of the process. This will also provide the opportunity to restore foreign language reading courses for technological subjects, whereby simple applied texts relating to an industrial or work context would replace the usual touristic content.

Table D1. *Matching vocational tasks to the National Curriculum: secretarial skills*

Speaking and listening:

note-taking (from dictaphone)	AT1: 2a, 3b, 4b, 5b, 6c, 7b, 8a, 9c, 10c AT4: 3b, 5a, 6a,c, 7b,c, 8a, 9a, 10a,c
telephoning in three languages	AT1: 2b, 3b,d, 4a,b, 5a,b, 6b, 7b, 8c AT2: 1a, 2a,d, 3e, 4c, 5a,c,e, 7c,d, 9c,e
communicating in multi-lingual office	AT2: 1d, 2a,b,c,d, 3a,d, 4a,c, 5a,e, 6a,c, 7a, 8a,c; 9d AT4: 7a, 8c AT1: 1c, 2b, 3a,c, 4c, 7d, 8c, 9b NCC Report 8.31-8.35: use of electronic mail =IT opportunity. See also 8.12 on cultural awareness

Reading:

handwritten notes	AT3: 1a, 2c,d, 3a,c,e, 4a,b, 5d, 8a,b
correspondence in three or more languages	AT3: 1a, 2c,d, 3e, 4c, 5a,d, 6b,c, 7b,c
accessing information on VDU	AT3: 2b, 3b, 5b,c, 7a,c, 8a

Writing :
(this should be studied in conjunction with Reading above)

drafting reports according to a set format	AT4: 2a, 4a,b,c, 5a,c, 7a,c, 8a,d, 10c
(re-)drafting on screen	AT4: 2a, 4a,b,c, 5a,c, 7a,c, 8a,d, 10c
letter and fax writing	AT4: 4c, 5a,c, 7c, 8a,d, 10c

Table D2. *Matching vocational tasks to the National Curriculum: managerial skills*

Speaking and listening:

note-making (on word processor or dictaphone=IT)	AT1: 9c AT2: 4b, 9c,d,e AT3: 4b,5b AT4: 8b, 9b
telephoning	AT1: 1b,1c, 3b,c, 4a,b, 5a,b, 6b, 8c AT2: 2a, 2d, 5a, 7d, 8c AT3: 4b, 5b, 8b
instructing foreign employees	AT2: 5e, 8b,c
negotiating	AT1: 7d, 8b, 9b,d AT2: 6c, 8c, 10a,b,c
socialising in a foreign language	AT1: 2c, 3a, 4c, 7d, 8b, 9c, 10a AT2: 3d, 6a, 6b, 7a,b,c
mixed use of foreign language and international English in group or conference	AT1: 7d, e (cross-curricular theme)

Reading:

reports	AT3: 3a, 7a, 8a, 9a, 10a
correspondence	AT3: 3a, 4a,b, 7a,b, 9a
scanning adverts	AT3: 2c, 3a,d, 7a ,8a, 9a, 10a
proof-reading	AT3: 2c, 3d,e, 4d, 7c,d, 8a

NB when on VDU, this is IT

Writing:

notes for secretary	AT3: 4b, 5b, 10b AT4: 2a, 3b, 4a, 6a,b,c,d, 7a,c, 10d
(re-)drafting and correcting reports/correspondence	AT4: 2a, 3b, 4b,c, 5a,c, 6a,d, 7c, 8d, 10c AT3: 8c, 10a,b,c

All of these tasks could also be carried out on a word processor

The opportunities for linking language learning to cultural awareness development, i.e. soft skills, run consistently throughout the NC statements of attainment for Technology. The importance of understanding the technological and design needs of other markets and cultures are stated in several sections of Attainment Targets 1, 2 and 4:

- AT1 *Identifying needs and opportunities*
  - 4f. know that in the past and in other cultures people have used design and technology to solve familiar problems in different ways;
  - 6b. explain how different cultures have influenced design and technology, both in needs met and opportunities identified;
  - 10b. elicit and interpret the perceptions, motivations and needs of people in a range of contrasting situations;
- AT2 *Generating a design*
  - 3c. draw from information about materials, people, markets and processes and from other times and cultures to help in developing their ideas;
- AT4 *Evaluating*
  - 5c. understand that artefacts, systems or environments from other times and cultures have identifiable characteristics and styles.

English and Modern Languages

Similarly, cross-curricular opportunities exist for developing essential language learning skills. The process of learning how to learn a language can be facilitated by combining Modern Languages with English. This will require comparing mother tongue English with the forms of a foreign language which could be allowed for in the NC for English under AT1 speaking and listening, for example 5e variations of language; 6d grammatical awareness; 7d appropriacy of language to audience; 8d variations in body language; 9c variety in spoken communication. In writing (AT3), awareness of grammar, for example 6e, 8c, 9c, could be used to build up a generalized picture of language. In spelling (AT4), word-building (morphology), sound recognition and word families (3a, 3b, 3c) will provide the necessary linguistic foundation for an apprenticeship.

Under Model B in the Modern Languages NC, either Technology or English could be combined with a reduced modern foreign language to create a cross-curricular response to the longer-term needs of industry. In the future, courses in Key Stage 4 such as Technology and German or International English with French may emerge, i.e. a new form of hybrid alternative to GCSE Modern Language which relates to Britain's current, rather than past linguistic needs.

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